Apr 20 1931

Geography for Children — The Platoon School

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXIII, No. 16

April 20, 1931

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c., Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Cost of Textbooks

DR. WILLIAM JOHN COOPER, U.S. Commissioner of Education, has vastly more money at his command, officially, than any predecessor had, and consequently the Department of the Interior is rendering a service to education never possible before.

A sample of this service of the Office of Education is its study of the cost of textbooks, which has special significance, because even the slight cost of textbooks bewitches cheap politicians and cheaper exploiters more than any other function of public education.

Every nickel that goes into a school textbook represents three dollars otherwise expended on a child's public education, but in the eyes of a foolish exploiter that nickel looms larger on the horizon of the mischief maker than the sixty nickels in the three silver dollars.

The entire cost of textbooks for all children enrolled in the public schools of the United States could be paid for if each child enrolled would bring a nickel a day in the shortest month of the year.

A nickel a week when the schools are in session would pay for all elementary and high school books even if every child forgot to bring a nickel twice a month. Just the same there were at least two Governors last year who tried to make political capital out of the "enormous cost of textbooks."

The Pennsylvania School Journal of last January had this editorial paragraph:—

> "According to the statistical abstract of the United States for 1929, the manufacture of chewing gum is a business half as large again, and that of making confectionery ten times as large. . . . Even for the lowly match, which blazes for an instant as we light our cigarette, we surrender more millions than we do for the arithmetics, geographies, and all other textbooks with which we equip all the elemen-

tary grades of all our public and private schools."

There could be no better close for this tribute to publishers than the response of Dr. Edward Brooks, superintendent schools of Philadelphia, as president of the Department of Superintendence at the reception and authors' luncheon given to Oliver Wendell Holmes in February, 1893. Dr. Henry O. Houghton, presiding, introduced Dr. Brooks, who said in response:—

"Educational progress in America owes more to the publishers than to any other single force. They have been a great power, uplifting teachers and pupils, making permanent every advance in the methods and spirit of the schoolroom. Nothing worthy the name of progress has come into American school life that has amounted to anything until it was embodied in book form whether for teachers or pupils, and it has counted for just so much and for no more than its book utility has indicated.

"We may go further and say that up to this time almost nothing has signified aught that has been published at private or public expense. Any school method or principle to be of great permanent value must be published, not printed. Great authors have been of inestimable service to the public, but their services have been determined largely by the character and enterprise of their publisher. What the track is to the engine, what the soil is to the seed, what the brain is to the mind, that the publisher is to the author."

School Location Problems

THE location of a new city school is one of the threatening problems in education, and is one in which education rarely plays a vital part.

The unemployment situation is likely to create a sentiment resulting in an unprecedented number of new school buildings, and it will be of the utmost importance that mislocations be prevented.

Important as increased employment is and as adequate school buildings and equipment are, it will be a tragedy to create a school plant that will be out of place for half a century.

Thorndike's 20,000 Words

THAT which places Edward L. Thorndike in a class by himself as a leader in education is the fact that he believes in the importance of education so nobly that he has never been tempted to stray into other fields as though any other line of activity, political or social, were a promotion.

It is even more to his credit that he believes in what he has done; that he is always thinking of its improvement, is always connecting everything with what he has already done. In all literature in education nothing has been more significant of masterful devotion to education than Thorndike's "Teachers' Word Book of Twenty Thousand Words" (Bureau of Publications, Teachers College).

Ten years ago Dr. Thorndike had a study made of 10,000 selected words from forty-one sources. In the last ten years he has 5,000,000 more words from 279 sources, studied, classified, "weighed and measured," until his present 20,000 words is as far above the 10,000 words of 1921 as the radio is above the phonograph.

Head, Heart, Health and Home

THE 4-H Club, now rivaling Boy Scouts in National service, was officially created by the United States Department of Agriculture in 1911, was established by O. H. Benson, superintendent of Wright County, Iowa, in 1905, but was really discovered by me in 1896, when Mr. Benson was a teacher in the country trying to run an individual Chautauqua, and I was on his program.

The 4-H Club movement was started when Benson, as county superintendent, reported that 91 per cent. of the boys and 89 per cent. of the girls of the county said they would leave country life for the city as soon as possible. The idea was magnified a quarter of a century ago in Iowa by O. H. Benson, Jessie Field, Cap E. Miller in Iowa, O. J. Kern in Illinois, A. B. Graham in Ohio, Mell L. Duggan in Georgia, W. H. Smith of Mississippi, Otis Hall, Indiana, and other enthusiasts.

There were developed eminent leaders, among whom were Perry G. Holden, Henry Wallace, Herbert Quick, and Bradford Knapp.

The objectives of the 4-H Clubs are based upon a practical business training in farm enterprises; group and co-operative action; all members of a club to work on some project; all projects to be practical demonstrations of best known practices; an effort to teach earning, profit making, thrift investment and to sell "farm life" back to the rural youth of the nation and thus help them see the joy, adventure, challenge and manifold interests of rural life as a mode of living, to prove to rural families, through clubs, that country life may be satisfying and yield a fair economic return to all members of the family. Finally, to help farm youth make work of home, farm and rural neighborhood a fine game of life to all participants.

The Journal of Education believes the 4-H Club is one of America's great enterprises in character creation and thrift promotion.

The campaign for the elimination of illiteracy is branching out interestingly. In the Blackfoot Reservation Mrs. Cora Wilson Stewart has had an important clinic in which 235 Indians—most of them over fifty years of age, and twenty over seventy years old—all learned to read and write.

Two Famous School Board Members

By ALBERT E. WINSHIP

J. E. LYNN and A. M. HENDERSON

WHEN I was in California fifty-six years ago as editorial booster of California in New England, my professional interest was chiefly San Francisco, the Bay, and the Yosemite Valley. Sacramento was a local pride rather than a national interest.

Indeed, Sacramento was out of commission. A flood had taken possession of the streets, and all traffic was by boats.

My second visit, in 1882, was as a tourist for fresh lecture and correspondence material on Los Angeles, the coast resorts like Del Norte, Carmel-by-Sea, Santa Barbara and Lake Tahoe. We merely spent an interesting day in Sacramento.

My third visit, 1888, however, made Sacramento my chief interest and my headquarters, as it has been in a general way for the last sixty-eight trips to the Pacific Coast.

I came into the control of the Journal of Education March 6, 1886, and the National Teachers Association met in California in the summer of 1888.

The Journal of Education was somewhat of a factor in having the meeting held in California. William E. Sheldon, the advertising manager of the Journal of Education, was president of the N. E. A. in 1887, the Chicago meeting which decided upon California for the meeting of 1888.

Of course Mr. Sheldon must go to the California meeting, and George W. Coleman, a persistent and interesting lad—now a vital factor in public affairs—was in our office, and he made me think it was more important for him to go to California for the first time than for me to go the third time.

I decided to go in the autumn for ten weeks' work in the county institutes, the arrangements being made by State Superintendent Hoyt, and my headquarters for ten weeks were in Sacramento.

This third visit to California determined the practice of going to the Pacific Coast for lectures once or more each year for forty years.

Strange as it must seem to those whose observations of education are limited to a survey, there is no city in the United States with which I have been in closer touch for forty years than with Sacramento. I have met some member of the city board of education every two years from 1888 to 1929.

J. E. Lynn, a prominent retail merchant, the oldest member of the city board of education in point of service, is beginning his third appointive term. He was president of the city board for three terms.

Here is a local estimate of Mr. Lynn's spirit and achievement:—

"He is concerned that every move he makes shall accrue to the interests of the children and youth of the community, and his acts have exemplified this during this long period of service. He has served three times as president.

"Some of the outstanding things which stand to his credit today are the establishment of the Junior High School as a separate unit, including grades 7, 8, and 9. This program has been a difficult one, but Mr. Lynn has never doubted the wisdom of it. He was the leader in the establishment of a head custodian, who has for his chief function the standardization of custodial work, which is being brought about through regular training for janitors or custodians, as they are called in Sacramento. Another outstanding piece of work, practically due to Mr. Lynn's efforts, is the establishment of a Junior College in Sacramento, which is one of the largest in the country, having an enrollment of about 1800 students. He appeared before a committee of the Rotary Club in his first effort to create sentiment in the community for the establishment of such an institution. Today it is an institution with one half million invested in buildings, located on a sixty-one-acre site which is the pride of the city. Another achievement of Mr. Lynn was to do away with all standing committees on the board, except one which is legally necessary, that of finance, of which he is chairman at present."

Dr. A. M. Henderson, who is serving his second term as president of the city board of education, and is beginning his second five-year term as a member of the board, is the division surgeon of the Southern Pacific railroad, and a general medical practitioner in the community.

Dr. Henderson interests himself in the larger problems of school department. He seeks to promote forward-looking policies. He championed liberal retirement allowances for teachers in legislative action, and is seeking more adequate retirement allowances for local teachers.

Dr. Henderson has ardently advocated the acquisition of adequate property for school sites. He is promoting a building program which will keep the city in the front line in education. He was active in establishing a co-operative course in nursing in the Junior College, which gave the prospective nurses actual nursing practice while attending college.

While promoting the larger interests of education he neglects no minor detail. He makes education as much a part of his life as the practice of his profession.

Belding's Page

Birch Rod to Yardstick

THE birch rod has passed from its time-honored place in pedagogy. Its successor is the yardstick—whether made of birch or hickory, pine or cypress, matters little. For "yardstick" is but a symbol for measurement.

The birch rod stood for discipline; and discipline stood for making the child conform to a pattern, a mould, both of behavior and of study.

In the modern eagerness to break away from all this and to build the school around the child, resort has been had to weighing and testing and tabulating the mental, moral and physical dimensions of every individual child.

The idea is good; though like all good things it can be overworked, and has been.

The grammar texts used to say that "The child learns" is a correct sentence, while "The teacher learns the child" is incorrect. But modern teachers are trying to "learn the child," and are having more or less success.

A child-centred education may be one in name only. For it is easy enough for the educational expert to discover a mass of facts that conceal the truth. It is easy for him to construct what he thinks is a child-centred system, but what in reality is centred around an unreal child, a creation of the expert's imagination; a sort of robot built to order on the basis of measurements.

The human child has a personality and a spirit which defy all efforts to analyze, test, caliper or gauge. Anatomy is not life. A truly child-centred pedagogy must be the result of sympathy and understanding on the part of those who teach.

The life of the child is elusive. It refuses to be put down in figures or arranged in statistics. These things may be a help, if they are not too firmly relied upon and if they are kept where they do not harm the child himself.

But when all is said and done, only the heart of the teacher ever "learns the child" or reaches the child with encouragement and inspiration for the years to come. And only the art of the teacher—not the science of the researcher—directly performs the actual work of teaching.

The Summer Conventioners

NO ONE can estimate the unifying influence of a great national convention which draws people from all corners of the country together. And when the people who are thus drawn together happen to be teachers, that unifying, nationalizing influence is largely multiplied.

The summer meeting of the National Education Association at Los Angeles, this year, will furnish not only a unification of sentiment, a strengthening of Americanism, but also an opportunity for travel and all the educative influences that grow out of it.

There is a wide difference in what different persons gain from travel. The more they take with them, in their minds, the more they are likely to bring home with them for the enrichment of their own lives and the lives of others. Also, the better their habits of observation, the more they will see to enjoy.

If every teacher who heeds the call of Los Angeles to travel from a distant place would just think of herself as a privileged observer, acting on behalf of boys and girls who have never had a similar trip—and if every such teacher would take the trouble to carry and use a notebook and a camera—many a classroom will be brightened during the next school year with incidents, anecdotes, and glimpses of scenes and scenery such as the rarer sort of teacher has always carried back into the schoolroom with her after a vacation full of adventure.

Never fear that notebooks will spoil a vacation They help to make the experience last a lifetime.

Clinical Experience

MEDICAL men tell us there is a rather long interval between the discovery of a new means of curing disease and the learning how to apply that remedy with good results.

It is much the same with the new discoveries in the field of education. The knowledge of cures is apt to precede the knowledge and technique of using them.

Tests and measurements, projects, activities and units, ability grouping, and a host of other innovations believed to have therapeutic value for pupils, still remain to be utilized in a manner not to cause undesirable complications.

It is even more true of teaching than of medicine, that the practice of the profession is an art. The art rests upon a scientific basis. But it is an art for all that, and must continue to be one.

Anson W. Belding

Associate Editor.

Geography for Children

By ALBERT PERRY BRIGHAM

Honorary Consultant in Geography, Library of Congress

[Address before National Council of Geography Teachers at Clark University]

"We are trying to make geography for children too advanced. . . We are trying to put the skimmings of university geography down into the grades. Whose fault is it?" asks the writer of this article.

IN THIRTY years we have gone ahead much in educational geography and in research. We are strong in the university, restricted in the secondary schools and lively if not always wise in the grades. We have much jargon about principles, subject matter and method. There are great changes in educational theory and practice. How shall we harvest the wheat and leave the tares, in the chaos of pedagogical theorizing, in which the experimenter is running riot and the experimentee, the child, is suffering? Can we build our new structure safely, if we blast out our ancient foundations and blow them into unrecognizable fragments?

Through thick or thin we have got to meet the issue. The Ford is on the hills, the radio is in the sitting room and the planet is at your front door. Every morning paper is your call to the wide world. You have got to meet the problems of every land, tariffs, disarmament, world peace, the distribution, sustenance and health of all men. You have got to know nations, where they are, who their folks are, and what they are like. You are due in China, Russia, South America, the North Pole, on the sea and in the air. I do not know any subject but geography which is going to give our children a good start in these things. Geography is broad, deep, and not easy. And you are the interpreters. How can you take your work wisely, seriously, but with joy?

I have set out to say a few things about our subject in the lower schools. First of all, geography for children should be *geography*. A murky mixture of the social sciences will not do. Such a plan calls for geniuses, in the text makers, in the teachers, and in the learners. We have bright folks in all these fields, but not many social philosophers. Under the proposed plan all subjects will be weak, and some will be reduced to zero. We are warned against being "subject minded." I have not so learned life. I suspect that most of the strong work that has been done in all time and among all people has been done by men and women who know and love a subject and have driven home its application to society.

Let your geography be geography, your civics be civics, your history be history. Correlate always when you can, but aid the memory and clarify your reason by the driving force of a central theme. There is too much cheap talk about making citizens. Much of it is pedagogical froth. Speaking as one who regards good citizenship as the hope of the world, I still fear that, driven by syllabi and put upon by school authorities by mechanical compulsion, teachers will so continuously and so artificially emphasize citizenship as to make the idea a bore to children. I yield to no one in teaching loyalty to my country, but we must guard against exaggerated nationalism and against so professionalizing our patriotism as to take the life out of it.

A teacher of mathematics, if the right man or woman, is as good a missionary of citizenship as the teacher of social sciences.

Before we listen to the pedagogical scramblers and confusionists let us see what geography calls for—an intensive knowledge of the home environment, our country, its regions, state groups, agriculture, manufactures, cities, climate, population, trade, all related to similar things in other lands. Go across the Great Lakes, the Rio Grande, the Caribbean; cross the sea to Europe and other continents, to the islands of the sea, and the polar ice, and make your study intensive for a half-dozen great countries. All this means that we have got to be subject-minded. Under all this is the broad base of physical geography, but of this I speak later.

After a rather long life of experience and observation, geography seems to me no mere bit

of human knowledge. It offers a life work on a half-dozen sides, it affords "units for study, for understanding," for correlation with the solid earth and all humanity, enough to give it a supreme value of its own. Of history or sociology I would say the same. To fuse these subjects in elementary teaching is to wander in quagmires of confusion, with partial and incompetent teaching, gross omissions, loose thinking and hazy results. Let us not try to analyze, organize and teach in one general course the fundamentals of the great social sciences.

Geography for children should put sound emphasis on physical geography. The Association of American Geographers, twenty-seven years ago, was founded by a group of physiographers. Men deep in the science of the earth laid the foundations. Our superstructure of human geography in America is the outgrowth of those efforts. In those early years we were happy to find a zoologist, a botanist or an historian who had geographic sympathies.

I feel free without prejudice to urge physical geography, for during a period of almost forty years I have been trying to learn some human geography. But I think I know where it is rooted. Human geography that does not grow out of soil and subsoil is like the vegetation of the tundra, short lived and not very productive. All life is based on nature and rooted in the earth.

I know some will tell you that physical facts and principles are not geography. Why worry about that? If anyone is made happier by calling them geology, let him have that joy. No matter what you name it, you have got to know physiography and use it. Geography has always been, and in some measure will always be, an omnibus science.

It is solely and solidly our fault if we do not make physical geography interesting. And you cannot teach it all incidentally with your human material. I am not asking for solid months of it in the grades, but enough of it in books, pictures, and field excursions to make it real.

I have no space to urge here the supreme importance of giving children something better than scattered crumbs of physical geography—the weather—climate, conditions that never leave you, day and night, August snows blocking the road from Santiago to Buenos Aires, mountains, oceans, the Gulf Stream, the Antarctic Continent, palm trees living out of doors all the year on the English Channel seven hundred miles farther north than Worcester, Massachusetts, deserts, a nine-hundred-inch rainfall, ice invasions; water—domestic, for navigation, for power, for irrigation, all these things and a thousand more, and you are going to teach these things *incidentally*. You cannot do it.

I think I must have been a freak child, for I loved the challenge of the map, to hunt for a town until I found it, to trace a river until I knew it, to follow a boundary until I had a mental picture. How many of your coddled children can see in their minds the map of the United States or the patchwork of Europe?

I am referring to a time before the era of pedagogy, the era of "self-expression" had not come, and out of the Zeitgeist of that benighted period I had gotten the foolish notion that to learn meant to work, and dig, and drive until I knew. Those were the dark ages of human progress.

I fall in with you if you say that location should be fixed, as far as may be, by human interest. But you cannot make it all incidental. The teachers may be dull, the boy may be dense, and we are not past the need of hammering in some things. I would not exchange some place drill for a lot of what passes under the exalted name of geographic principles. Life is not all sugar plums. It is not so after you are twenty-one, why when you are ten, thirteen, or sixteen? We are too much in the sweet-dream theory of education, calling for self-expression and straightway making sure there will be nothing to express.

H. A. L. Fisher, a former minister of education in the British government, says: "Elaborate sense training is often imposed on children who would be better employed exercising their minds. That children and youth should be entrusted with their own education is 'superficially attractive,'" but Mr. Fisher would like to know whether the children will discipline themselves. The moral of this is that a discipline of location should have place in the grades. The woeful popular ignorance in the period of the great war should warn us against slovenly treatment of location.

Geography for children should be grounded more than seems now in fashion in the study of the home region. Beginnings are made in the third grade, but that stage of child life is too immature to go far. I have no criticism of foreign journeyings as material for sound use in the fourth grade. To challenge interest by the remote and strange things given color and breadth. Let us, however, save a space here for what is at our front door. Into the near and seen let us try to put as much novelty and surprise as the far-away things offer, giving the children the meaning of what they see. This caution, I think, is needed in the present crowded programs from grades four to seven.

Geography for children should not contain such a large body of factual material as seems now in vogue. It should not exhaust the list of products or give long catalogs of exports and imports. Unless engaged in some special foreign business, even the intelligent adult has no need to know a half-

dozen minor products of Uruguay, Rhodesia, Czecho-Slovakia or Jugoslavia. They burden the memory, are petty and tiresome to teachers and children, and they add no force to the teaching of principles. I believe in using and training the memory, but I am equally sure that to dump cartloads of facts on the child is to disgust him with geography and do him harm. We are fortunate in what we are able to forget and fortunate in never learning some things. Suppose college professors could pass entrance examinations! Suppose I could remember all I learned in college! Suppose all the officials in the Education Department of the State of New York, in Albany, could pass the Regents' examinations! What a miserable world of petty pedants we should all be.

Select the great facts, about physical geography, about nations and races, about farms and cities, about transportation and trade, about crops and manufactures—drive them home, in memory, in reason, but spare the children a deluge of similar items which blurs his vision of the world. The grade school is not a college of business. The grade school is not a chamber of commerce. Let us take off the over-stress on products and trade. This is economic geography. Let us remember that we are teaching children.

Let me say this thing. If you call it heresy, I shall not worry about that. We are trying to make geography for children too advanced. There are not only too many facts, but there is too much attempt to discuss geographic, political, economic and sociological principles. We are trying to put the skimmings of university geography down into the grades. Whose fault is it? We should all be found passing the buck. It will be charged to the publishers and the authors of textbooks. They will probably retort that there is an infinite number of the makers of syllabi, and of commissions for making curricula. These will lay the trouble at the door of the psychologists and professors of education.

The poor teacher finds herself between the devil and the deep sea and wonders how she can compress a program that needs a year into the one semester which is allowed her. Examinations are the stark spectre in front of her and she will do her best to jam her boys and girls through. Am I using too much color in my picture? I do not think so. In the great unfolding of fact and principle in the last thirty years we are under temptation to show off our learning and to kill the child.

Under current programs we are pushing geography down in the grades and up in difficulty. A pertinent example is the attempt to deal fully and adequately with the geography of the United States in the fifth grade. Teachers will do their best, with children of ten and eleven, but faithful and able as many of our teachers are, they will come out feeling that their children do not know enough about their own country to be turned loose. They may get something in the seventh grade, or in the junior high school. I could wish that in every secondary school there were sound and somewhat advanced courses on the geography of the United States.

Geography for children should be simple. A textbook tells its child to make as long a list of geographic principles as he can. I should hate to ask that of a college senior. I should hate to ask that of myself! I should hate to read the answer that the sixth grader will write. Make your geography simple, but not silly. Do not talk down to children. But I ought not to say that, you know it better than I do. Do not sink the doctrine of interest into educational jazz. Set problems, but do not set them for experts. Invent projects, but do not consume on a project a whole semester which ought to go for learning of a broad scope. Use a long word if you need it. Usually you don't need it.

One thing more and the most vital. If you deny all else I have said, let this be a gospel, a gleaming star of duty and privilege. The world is sore with racial friction and national suspicion and hatred. Since the war Europe has been swept by a destructive wave of nationalism, of feverish, exaggerated patriotism. It fruits in armies, tariff walls, fear and threats of war. More than ever it is upon us to teach our children to know all races and have charity. Not before has duty been so steadily upon us to know the needs and respect the rights of the whole world. It is for teachers, preachers, writers, the public press, for all parents, to make our youth internationally minded. In her false sense of security, great America may insist on all her rights, and in doing so help to bring the crash of the world upon all nations, including our own.

Let us be true and proud Americans, but keep out of our textbooks and our classrooms all jingo patriotism. An American editorial in a great daily paper lately said: "We should sit at the head of the table. . . . If, as in the disarmament conference, there arise differences of opinion, America should not for a moment consider the surrender of her wishes to those of a lesser power." Teachers, this is the road to war! The world is filled with people. Modern communication is pressing them all close together. All are waking up to get the fruits of the earth. If they do not behave, modern invention will destroy the world.

Whatever geography for children includes, or does not include, it must, you must, help to save the world by spreading among all men, knowledge, charity, patience, and sound reason. If the world educates its children to peace, it will by and by control its rulers.

Advantages of the Platoon School

By BYRON C. KIRBY, Ph.B., A.M.

Principal, Oliver Platoon School, South Bend, Indiana

In less than thirty years the number of Platoon Schools has increased from one to over eight hundred. The writer here presents a strong case for this type of organization in the elementary school.

THE number of platoon schools has increased rapidly and consistently. In 1902 the first unit of this type was organized in Bluffton, Indiana; in 1913 six cities maintained schools of the above description; today approximately 170 urban communities, representing forty states, foster this kind of organization. At least twenty-one of these cities, including Detroit, Akron, Birmingham, Dallas, Gary, Philadelphia, Pittsburgh, and Sacramento, have adopted the platoon plan as a city-wide policy. As a result of this extensive growth the total number of such units, at the present time, approximates 805.

The questions now arise: Is the rapid growth in the number of platoon schools due to accident—is it sporadic? Is it due to propaganda? Or is it due to innate, essential characteristics of the new type unit itself? Is it a logical sequence of the fact that the platoon school meets the fundamental needs of the child and of society more perfectly and more logically than does any other type of organization that we have?

There are those who hold that the increase is accidental; that it is due to good salesmanship; that it is due to propaganda, etc. There is, no doubt, a certain element of truth in each of these various contentions. Advertising creates wants. What is more, it brings people into immediate contact with improvements, progressive modes of procedure and forward looking tendencies. If the automobile industry, the electrical appliance companies, the packing companies, the radio companies, etc., had not set forth, systematically, the advantages of their products these industries would still be struggling along on a low production basis. In the same way, if the pioneers in the platoon school movement had said nothing about this new departure, if they had modestly concealed all their doings, it is certain that there would be fewer such units than we now have.

To be efficient and to be humane, schoolmen must mould and plan the school building, the type of organization operating within that building, the curriculum, the course of study and methods of instruction to meet the physical, mental, moral and social needs of the child. The practice of attempting to fit the child into ill-conceived school procedure is obsolescent. The platoon school, since it is organized out of a recognition of the aforementioned principles of progressive educational procedure, has certain inherent, innate advantages over the traditional type of organization. Amongst these are: (1) under the platoon type of organization, a building accommodates more pupils than under the traditional; (2) the platoon plan, operating upon a city-wide basis, is more economical than the traditional, since (a) fewer schools are required; (b) there is less overhead; and (c) fewer special teachers who go from building to building are necessary; (3) the platoon school makes possible 100 per cent. efficiency in the use of the building; (4) the new type organization makes possible 100 per cent. efficiency in the use of the faculty; (5) each teacher in a platoon school can be assigned to the position in which she does her best work; (6) the children like the platoon school better than the traditional; (7) the new type school is conducive to a higher per cent. of attendance than is the old; (8) the platoon school fosters greater academic achievement than does the traditional; (9) the platoon school provides for systematic, scientific training for the effective use of leisure.

(1) In a building organized upon the traditional basis, there are no classes in the auditorium, gymnasium, and library when the tardy bell rings at the beginning of the forenoon and the afternoon sessions. During the first period of the day pupils from, for instance, rooms 108, 109, and 110 go to these special rooms for activities, leaving their home rooms vacant. At the close of the first period these classes return to their home rooms, and three other groups come to the special rooms. Under this plan, it is evident that a certain number of rooms are vacant throughout the course of the day. In a building organized as a platoon school, classes assemble in every room in readiness for the beginning of each session. Futhermore, groups are scheduled for each room every period of the day, thereby making it possible for a given building to accommodate from twenty to forty per cent. more pupils under the new plan than it could care for under the old. What is more, this can be done with no inconvenience.

(2) The platoon plan, operating upon a city-wide basis, results in economy from at least three

angles. In number 1 it was pointed out that a school, when organized after this plan, will accommodate more pupils than when organized on the traditional basis. Consequently (a) fewer schools of the former type are required to accommodate a given population than of the latter. This being true, it follows: (b) that the per capita overhead amount of money spent for insurance, heat, light, ventilation, depreciation, etc.—is less under the new plan. (c) Cities in which all units are organized on the traditional basis find it necessary to provide a certain number of special art teachers, special music teachers, special physical training teachers, etc., to go from building to building presenting their types of work. Under the platoon arrangement none of these are necessary; each building has its own teachers who are specially prepared to supervise the activities of an enriched curriculum.

(3) In number 1 it was explained that a platoon school can accommodate more pupils than can a traditional building of the same size because, in the former, classes are assigned to each room every minute of the day. As a consequence, this kind of unit not only makes it possible to accommodate more pupils than the traditional but, as a corollary, it makes possible 100 per cent. efficiency in the utilization of the plant.

(4) The new type of organization provides for 100 per cent. efficiency in the use of the faculty. Under number 1 it is observed that in the traditional school a certain number of rooms are vacant each period of the day. As a result the teachers assigned to these rooms have practically nothing to do at various intervals. What is more, some teachers have longer periods of inactivity than others. For instance, when the fourth grade goes to gymnasium, the home room teacher has no teaching to do for about thirty minutes, while, when the six A grade goes to industrial work or to art work, the home room teacher has no duties to perform for about sixty minutes. In addition to this, most teachers in traditional schools have nothing constructive to do during the daily twenty or twenty-five minute recess period.

What is said here is not to be interpreted as meaning that the teaching corps in a platoon school must work continuously throughout the full course of a day. Such is not, necessarily, the case. A school of this type, if the program be scientifically balanced, provides that each teacher have a daily, scheduled rest period of a fixed duration, during which time a relief teacher comes to her room and takes charge of the class.

In a well organized and properly administered platoon school there are no periods of idleness, of loafing, or of inefficiency; in a traditional school there are, inherently, many such periods.

(5) The teaching of physical training, art, music, public speaking, dramatics, etc., in such a way that they tend to mean something to the child, in such a way that they tend to modify his life, in such a way that these activities develop into will-habit attitudes requires special ability, special technique and special talent upon the part of the instructor. A majority of the teachers who teach the academic subjects efficiently are failures in presenting the special activities; on the other hand, the major part of those who are adept in presenting special subjects have no inclination to teach academic work.

In traditional schools many instructors are required to teach music, art, physical training, etc., who have no ability at all along these lines; while others, who are experts in one or another of the above named fields, are required to teach work for which they have no interest and no liking; namely, the academic.

The platoon school, however, provides for placing each member of the faculty where she can do her best work. For instance, the teacher who can teach, and likes to teach, the academic subjects is given that type of work; the one who is specially qualified to present music is given that work; and the one whose talent lies in the field of art is given that position. Such procedure is the essence of efficiency.

It may be argued that the same results can be obtained in the traditional school through departmentalization. However, this plan is unsound, unscientific, illogical, and wasteful.

(6) A child is innately active and full of life; his very being inherently demands motion, change, transition. These natural demands are supplied by the platoon school because in it (a) provision is made for the children's moving from one room to another at various intervals: (b) each room presents a change in environment; (c) each room offers a different challenge to exploration and to conquest; and (d) these new situations demand a definite, conscious attempt upon the part of the child to adapt himself to circumstances. As a result he likes the platoon school. He likes it because it gives evidences of recognizing his needs; because it stimulates his imagination; because it offers a healthy challenge to the best that there is in him.

(7) Number 6 and number 7 are correlative; each depends upon the other; each substantiates the other. Children like the platoon school better than the traditional school. Because they like it, they attend whenever possible. As a result, the per cent. of attendance in the former, other things being equal, tends to be higher than in the latter. This is an important advantage, since a third of

the failures in school work are due to irregular attendance.[1]

(8) If school life makes a direct appeal to children, if it attracts, if it makes possible an enthusiastic attitude towards activities, it is logical to conclude that the pupils will learn easily. Children who are in the proper mental attitude learn more in less time than those who, because they do not like school, become restless, inattentive, irritable and mischievous. The new type organization creates the proper environment; it fosters a healthy attitude; it stimulates an impassioned attack. Consequently, it is conducive to greater academic attainment than is the old type organization.

(9) The present industrial revolution has resulted in the substitution, in a major degree, of machine power for man power; a steam shovel can remove more dirt per hour than eighty men; a truck can haul more dirt per hour than one hundred teams; a mammoth machine operated by one man does the work of scores, and so on, throughout the total gamut of production. Not only this, but, in addition, the individual workman, because of prohibition, better working conditions, better tools, better training and more effective education, produces more than the individual of fifteen years ago produced. This all signifies that the world's work can be done in less time than heretofore; that each wage earner has more leisure hours per day and more leisure days per week than he had in the past. What will he do with this time?

Man is active; man is restless; man is primarily a social being. Nature demands that he be doing something, either physical or mental, all the time that he is awake. Whether this conduct be destructive or constructive depends, in a large degree, upon the type of education that he has received. If the individual has been given no constructive training, no vocational training, no training in the appreciation of literature, music, dramatics, public speaking, art and the finer things of life he will tend to spend his leisure time in loafing, in gambling, in crime and in other conduct of a destructive nature. If, however, he has been taught to appreciate, to understand, and to love music, art, literature, dramatics, public speaking, group play, physical training, home decoration, and other avocational pursuits, he has something of a substantial nature to weave into his leisure activities; he has cultivated certain likes that enable him to use his leisure time in such a way as to make him better physically, mentally, and morally than he was the day before. Training of this kind is the basic end of education, it is the dominant advantage of the platoon school.

The argument is often advanced that anything that is taught in the platoon school can be taught just as well in the traditional school. This contention is false for three reasons: (1) in the traditional school a majority of the teachers are required to teach one or more activities which they cannot teach well, activities in which they have no interest; (2) in the traditional school it is impossible to supply the room environment and the equipment essential to the teaching of the special activities in such a way that they can be utilized efficiently; (3) in the traditional school departmentalization in the special activities is impossible without departmentalization in academic activities. Efficient teaching of the special activities, however, demands departmentalization while efficient teaching of the academic subjects demands that one teacher teach all of them to any group.

In conclusion, platoon schools are (1) designed to meet the natural needs of the child; (2) they are designed to prepare the individual mentally, physically, morally, and socially, through the agency of an enriched curriculum, for happy home membership and for efficient citizenship; and (3) they are organized so as to make possible the acomplishment of these ends, in any given city, for less money than the traditional units can be operated. As a logical consequence, the platoon school movement is enjoying a steady, rapid, consistent growth; a growth marked not only by increased numbers, but by a scientific choice and correlation of activities, and by an increasing degree of nicety in the technique of organization and of administration.

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Summer Camp for Science Teaching

By WILLIAM G. VINAL

Nature Guide School, Cleveland

THE summer camp is an ideal social unit. It is a natural life situation. It includes desirable standards, joyful work, the development of neuro-muscular reserve through recreation, self-direction, good citizenship, and social adjustment. The camper *lives in a natural environment* instead of learning about it from books. Each of these phases of living is on a higher plane with a more enriched science content than can be possible in the ordinary school. Camp is an outdoor laboratory of human relations as opposed to closeted, if not pickled, biology.

The summer camp *has not been institutionalized.* Outside of swimming its activities are not interrupted by an electric time system. It has no established textbook and no traditional offerings. It has no stereotyped gold fish, fourth grade cat, or grammar of science. Its leaders are humanizers first and subject matter specialists last. In place of word formulae it deals with personalities and their integration into a functioning whole or socialized community. It gives opportunity for free expression and development of child life. It has the zest of being in a pioneer stage. Such a spirit is akin to that of science.

The camper is not a sitting-down animal. He lives in a doing environment. Whether he takes part in an activity depends upon his interest. His *aim is to do interesting things.* Failure to meet his aim means a failure of the activity. Most science teachers cannot get a voluntary following on that basis, yet interest has probably taught more about the radio, and fire, and dogs, *et al,* than science teachers. Knowledge is still thought of as the core-curriculum. I am reminded of the painter and the farmer who went into a beautiful cathedral. The farmer said: "Gosh! what a lot of hay I could put in here!" In camp the aim is interest, attitude, and appreciation. It is not impossible that the so-called camp activities, which are the extra-curricular activities of school, may some day be the core-curricular activities of our educational program.

Many teachers, if suddenly thrust into the responsibilities of the informal environment of a camp where people are doing interesting things, would have a stroke of professional paralysis. A student-teacher who obtains high grades carries *no guarantee of being socially adjusted.* I know many teachers who could have benefited by having lived in a tent with three other teachers. Sharp elbows are quickly rounded in such an environment. How can a teacher know the problems and relationships of humans living together if not by experience?

This brings up the question, when is a science teacher trained? The thousands of elementary science teachers vary in completeness. To go to camp as a leader means the exemplification of the same traits that are characteristic of a good teacher. The objectives of camps—health, character, and recreation—must be the objectives of each leader. A laboratory biologist is not necessarily fitted to present health. One might be cheerful in a classroom and not in a life situation. One can be adaptable at 70 degrees Fahrenheit but not be able to adjust his program to a hot day. One can fall in line in calesthenics but not be co-operative in camp cookery. That kind of health or science is one of attitude rather than knowledge.

Camping, doing, increased breathing and circulation, call forth emotions that are not evident in a swivel-chair.

The social background of the elementary school teacher is tending more and more to be away from nature. If it is true, that man is more outdoor-experienced than woman, we cannot disregard the fact that it has come to pass that there are now five women teachers to one man, and when it comes to elementary science it has been entirely "petticoated." Today the graduate of the teachers college has had no experience on the farm, in the field, or in the forest. Nature conservation, forestry, stream pollution, the protection of wild flowers, fire hazards, the conventionalities of the orchard and pasture, are out of the teachers' experience. Urbanized student-teachers have neither been hardened nor weathered. They have not been naturalized in our woods and templed hills. *They are provincial.* They want to go right back to the elementary school of their own city. They lack the background of our great American literature.

Along about June *teachers need rehabilitating.* Going to camp is a good habit. There one dons sensible dress and shoes, exercises daily in the open, abides by regular hours for meals, and alternates physical activity with periods of relaxation. The art of leisure time is never learned by some teachers. Dropping classroom manners becomes an impossibility. They no longer enjoy good-natured kidding. Many teachers are looking forward to the time when they can camp, or fish, or canoe, or swim, but that time never comes. They begin to think of camp when they are at the point of a nervous breakdown. When their nerves shriek it is too late.

Teachers need adventure. A change from the monotony of four walls and schedules. They should enlarge their horizon to obtain a

well-spring of source material. The frequency with which teachers refer to camping days—to the swarming of bees, to the maple sugar party, to the hunting out of the ground hog, to the thousand and one experiences of field and forest—is a testimony of the way that the camp enriches the science content. Every teacher should see the sun rise, at least once in his life, should feel fresh mud squeeze up between his toes, should smell new mown hay, and should hear cattle coming home.

A camp leader *becomes field-minded*. Each trip must be a purposeful activity. It involves financing, hiking clothes, transportation, fire permits, first-aid kits, safety first, and observations. Then there are personal problems such as fallen arches. There is the cordial community relationship in the field which one must understand and observe reasonably well. A leader either has control of the techniques of hiking and pupil management in the field or he does not.

The Revolution in Education

By BYRON A. HAWORTH

Greensboro, N. C.

AN ARTICLE appeared in the March issue of World's Work under the title "Who Makes Teachers Cranky?" The author attempted to prove the insinuation that all teachers are cranky by bringing into question the sincerity of those educational leaders of America who are by study and experiment adjusting educational methods to meet the needs of a rapidly changing nation. Efforts on the part of the principals and superintendents to prepare themselves efficiently to guide and encourage students in such worthwhile enterprises as starting savings-bank deposits and participation in extra-curricular activities were branded as absurdities. Attempts to make education useful and applicable to life situations were intimated to be out of harmony with "true education."

As a matter of fairness to the educational leaders of the country—and in all kindness and respect to those men who taught subnormal classes twenty years ago as did the writer of the unsigned article "Who Makes Teachers Cranky?"—it should be explained and emphasized that experiment is equally as necessary for development and improvement in educational methods and subject matter as it is for perfecting the radio and television, and that twenty years of experiment have found the educational methods used in the days of oil lamps and the horse and buggy to be quite inefficient and unsatisfactory in this day of the airplane, radio and television.

"True education" is no longer limited to reading, writing, arithmetic, Greek and Latin, because these subjects alone are not sufficient to prepare boys and girls to meet 1940 competition and to battle the dozens of problems they will face after finishing school problems which were unheard of twenty years ago.

The editor of the Journal of Education has made this significant comment: "All teaching must be new teaching, because all children must learn in a new world.

"There was no teaching in the world twenty years ago that might not be tragic today. There was no child who was not to learn everything for use in a new world.

"The inorganic world from electrons to universes is different. The organic world from the faintest imaginable flutter of vegetable motion to the highest conscious personality is different from what it was ever known to be—even ten years ago."

The rapid improvement in educational objectives and methods cannot be disassociated from the fact that the public for several years has demanded that men and women with integrity, principles, training, keen judgment and business ability, be secured to fill school executive positions. The public, which employs the executives and teachers, is cognizant of the far-reaching influence for good or evil which may be exerted by the great educational system of the country. For this reason great care is exercised in selecting the executives for a school system. The fact that the public, after careful scrutiny, selects and elects its own school officials, explains the confidence that it has in the product of its own choice.

Rather than condemn and belittle educational leaders for experimenting, it would seem much fairer to accuse these same men and women of a breach of public trust should they fail to experiment sanely, intelligently, and enthusiastically in an honest and exhaustive effort to harmonize educational methods and subject matter with the needs of a progressive and changing civilization.

The most popular plans for school organization such as the "Dalton Plan" are no longer experiments. It is generally recognized that these improved systems are as superior to the old methods, which made the teacher a slave to a textbook and the question and answer method, as the gas range is to the old-type cook stove. It is as fallacious to say that there is one "true plan of method of education" as it is to say that there is only one

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type of range that will do effective and efficient work. If one's home is piped for gas, it is probably best to buy a gas range. If not, an electric range may do the work just as well or better. And so it is with education. The type of organization is governed by local conditions, the qualifications of the teacher, the intelligence and background of the pupils, the equipment available.

It is not at all strange that the improved systems require more skilled, more efficient, and finer teachers. A significant fact is that the teachers are aware of it and have taken steps to prepare for the educational revolution. All over the country teachers are studying and adopting codes of ethics which automatically eliminate those persons who cannot pass the most exacting physical, mental, and character tests.

Teachers in the city schools of Greensboro, N.C., after several months of research and study, have prepared and adopted a code of ethics which gradually will eliminate "cranky" teachers. Article I, section 2, reads as follows: "A person entering the teaching profession shall possess to a marked degree the following personal qualities: (1) Physical fitness as a result of established health habits; (2) a good personal appearance, showing no evidence of repulsive qualities nor pessimistic attitudes; (3) esthetic appreciation, the ability to recognize the beauty and good in art, music, nature, and literature; (4) a sense of humor; (5) a natural love for, and a sympathetic attitude toward all children; (6) patience; (7) self-control, (8) ability to lead others, (9) tact.

Too many people have the idea that subject matter and methods are no good unless they are so hard that children hate them. Why not make school interesting? Tasteless coloring mixed evenly makes imitation butter more appetizing. Many grown men and women refuse to take pills that are not coated with sugar. The cultural and practical value of the schoolroom is enhanced rather than depreciated when the work is made interesting.

If mature men and women can be persuaded effectively to take the proper physical nourishment by merely changing its flavor or color, they should not deny the schools the opportunity of applying these same psychological principles in an effort to develop the immature minds, intellects, and attitudes of boys and girls. The best public schools in the country are applying these principles with remarkable success. Teachers in the Greensboro City public schools, after several years of experience, are convinced that children learn more, remember it longer, and develop finer and more wholesome attitudes, when the presentation of the subject matter is made interesting.

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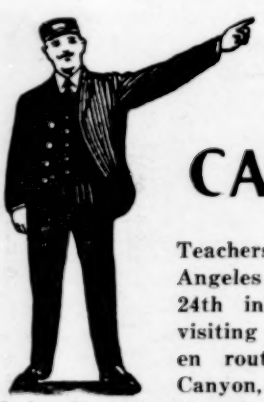

Teachers' Education Tour to Los Angeles leaves Boston on June 24th in private Pullman cars, visiting all points of interest en route, such as the Grand Canyon, Yosemite Valley, Salt Lake City, the American Rockies, Royal Gorge, Colorado Springs, Denver, with an optional return via Yellowstone Park or the Pacific Northwest and the Canadian Rockies. The tour will include hotels, meals, liberal sightseeing at a moderate cost. Secure special N. E. A. itinerary.

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262 Washington St., Boston

Personal and Professional

CHARLES FRANCIS MESERVE, LL.D., whose tercentenary address, "Abington's Part in the Building of a Great Commonwealth and a Powerful Nation," has been published by Dr. Meserve, Squirrel Island, Maine, has been one of the Plymouth County men of eminent service in American education. Upon graduation from Colby College he became a grammar school master in Springfield. In 1889 he became principal of Haskell Institute, Kansas (Indian); president, Shaw University, Raleigh, from 1894. For forty years he has been a leading authority in Indian and negro education.

DR. O. J. HAGAN, Moorhead, Minnesota, long resident director of the Moorhead State Teachers College, and largely responsible for the notable success of the school, has been designated by the State Legislature as a regent of the University of Minnesota. This is recognition of distinguished service in state education.

ELLA FRANCES LYNCH, Philadelphia, continues her devotion to the promotion of family attention to small children. She makes it clear that the home should be educated to educate the child better physically, mentally, dispositionally, than the professional nursery can, and it is of incalculable value to have an enthusiastic community leader devoting time and talent to the education of the public along these lines.

AMELIA McLESTER, University of Virginia, has a remarkable record of experience and observation in the study of children in the home and in the out-of-home and in school in her book of 126 pages, "The Development of Character Traits in Young Children" (Scribners).

JOSEPH B. PIKE, head of the Latin Department, University of Minnesota, who has taught Latin in that University for thirty-nine years, has recently prepared "Classical Studies and Sketches," published by the University of Minnesota Press.

This is an important series of essays, especially impressive because each of them recognizes the essential modernity of ancient thought.

W. H. ADAMSON, for twenty years principal of the Oak Cliffs School, Dallas, has rendered an important patriotic service in promoting the presentation of portraits of Abraham Lincoln in the schools of Texas. This year more of these framed pictures of Lincoln were placed in the schools with appropriate and enthusiastic public exercises than ever before.

William Allen Ward of Dallas took a prominent part in promoting these presentations this year.

ADELBERT LEON SAFFORD, superintendent, Reading, for eighteen years, has had a remarkable influence on the schools and citizenry, both because of his personality and relationship. For eight years he was both high school principal and superintendent, so that he had a vital personal and professional acquaintance with all teachers, and an especially close relation with high school teachers. Since then he has been released from the detail administration of the high school, but has developed a suburban relation of North Reading which has heightened his civic relation to both towns.

DR. O. I. WOODLEY, who was superintendent, Passaic, New Jersey, and later president of Marshall College, Huntington, West Virginia, is now with the J. Ray Lumber Company, Groveland, Florida.

ROSS F. LOCKRIDGE is rendering the youth of America an important service in the way he makes La Salle a human personality. No one who did as much for North America as La Salle, has been as indefinite a personality as he has been. There are reasons why there has been no adequate patriotic appreciation of what he really achieved, partly because he was not in the end either a glorious success or a recognized martyr. There might never have been an appreciative account of his public service but for the devotion of Ross F. Lockridge to faithful search for the latest detail in original documents.

JOHN K. FENNER, superintendent, Cranston, R.I., has had an exceptionally interesting career in Cranston. He was elected to a position in the high school thirty years ago at a salary of $700. After ten years he succeeded to the principalship at $1,500, and was elected superintendent fourteen years ago at $2,100, and now receives $5,000.

Cranston, with 44,000 population, is the fourth largest city in the state. Mr. Fenner has had the second longest and most varied service of any superintendent in the state.

HATTIE MOORE MITCHELL, dean of women, Pittsburg, Kansas, State College, for seventeen years, was recently banqueted in Mason City, Iowa, by students of hers there forty-two years ago. It was an interesting demonstration of the persistence of personality. Mrs. Mitchell was on the faculty of Drake University, Des Moines, for seventeen years, and has been a fascinating platform attraction in all the years. There is no woman in education who has had a wider range of appointments territorially and artistically for forty years than has she. She is a charming entertainer, however serious her message.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Builders

Long ago, in far-off Greece, a stone-cutter knew that a beautiful statue of a woman was locked up in a huge chunk of white marble. He was a very noble man and very wise and skillful, and more than all else he wanted the world to see this beautiful woman who had been hidden in the rock since the world began. He took his hammer and chisel and worked day after day for many years until, at last, he had cut away every bit of rock that had hidden the statue from the eyes of men. The stone cutter died, but the world for over two thousand years has wondered at the loveliness of the woman he found in the hard stone.

One day one of our eighth-grade boys felt sure that there were likenesses of Abraham Lincoln and George Washington hidden away in a piece of white soap, so he took his knife and went to work to find out. The wonderful thing about it all is this: The pictures were there, as he thought, in the white soap, and he actually found them and dug them out.

If there are such lovely things hidden away in chunks of marble and pieces of white soap, and it needs only some spirit to bring them to light, what a fine man or woman is hidden away in each of the youthful bodies of all the boys and girls!

Keep on Paddling

There were once two frogs—I know you never heard the story about these two frogs. I think I shall tell it to you. I do not want you to think that I think there are any girls and boys in this room like the little frog that gave up and "kicked the bucket." The real reason why I am telling you this story is this: The next time you play a game or run a race or work around the home or do anything that is hard or tiresome, and feel like quitting before the task is all done, I want you to think of the two frogs, and then smile a little and say to yourself: "I'll just paddle right along just for the fun of seeing what is going to happen if I *don't* quit." Here is the story. I think it is a good one.

THE TWO FROGS.

Once upon a time two frogs went in search of a better place to live. They came to a bucket of cream that sat outside the door of a dairy. They both decided that they had found the ideal spot, and thereupon jumped in. An hour later the first frog spoke to the second frog.

"We may as well give up," he said. "We have made a terrible mistake. We have gotten in all right, and this is a rich feeding ground, but we cannot get out. We're goners as sure as you're born."

"Keep on paddling," panted the other frog.

"No use," answered the first frog, "too thick to swim, too thin to jump, too slippery to crawl; bound to die anyway; may as well die now and save the wear and tear on our legs." So he sank to the bottom and kicked the bucket.

His companion wasn't worrying about the wear and tear on his legs. He was interested in keeping alive, so he kept right on paddling, paddling, paddling and still paddling.

The next morning when the farmer came out to get the pail of cream he had forgotten, he found a fat, very tired but happy frog, sitting on top of a huge mass of floating butter, eagerly eating the flies that came down from far and near. That frog got there.

A Priceless Painting

One Friday afternoon I was walking along Boylston Street towards the Public Library. In one of the windows was a gorgeous painting of an evening sky. There was purple water in the foreground, with lovely spots of glowing orange lighting it up where the sky color was reflected in the shimmering pool. It looked very mysterious and wonderful in the rich violet haze that veiled it. Beyond, a glowing sky spoke of sunset and brooding peace, and the coming of the evening star.

That picture had been painted by a famous artist in a studio in New York. It was worth ten thousand dollars. Some wealthy man bought it, and was about to carry it away and hang it in his private gallery, and let only his best friends see it.

I turned away. I confess I should have liked that picture myself, but I never could pay that much for a picture no matter how beautiful it might be. I walked along with my head down. I noticed a crimson glow on the cement walk beneath me. I looked up. The western sky was blazing with the living glory of cloud and setting sun. Delicate blue overhead melted down into rich orange-green near the horizon. A single island of gorgeous rose and flaming ember ran out across the gap made by Boylston Street. Under the influence of the color in the sky the earth took on a soft yet vivid glory. The edges of the buildings ran down in lines of light. The shadows in the doorways were pools of cool purple.

As I watched, the memory of the beautiful picture in the window, that was worth ten thousand dollars, faded away. Here, before me, was a real picture, the work of the greatest Artist Who ever mixed colors. Here was life itself, beautified by the master mind of God. It was hung out in the sky in nature's great art gallery for all men to look at and wonder over and make copies of to hang in the private gallery of each one's soul.

The Squirrel's Bank

There is an old oak tree on a hill not far from my home. It is a very beautiful oak with great limbs that twist up into the sky.

I saw a gray squirrel running along one of the limbs last fall, but I did not know that he lived in the sturdy trunk.

I went up to the old tree the other day. All around the base of it were broken nut shells, hickory nuts, and walnuts and acorns. "Where could these have come from?" I asked myself. I went closer, and a little above my head found a round hole under a limb. It was worn smooth, and here and there a little tuft of gray squirrel fur was caught in the bark.

"The squirrel's bank!" I said to myself. "Instead of saving pennies, he saves nuts, and stores them away in the fall, when the days are warm, for use when winter snows are white outside, and winter winds are cold, and the whole world is a bleak, hungry place for little squirrels to find a dinner in. As I thought of the wisdom of the little squirrel I thought also of you girls and boys. Do you know I am sure the squirrel is a fine teacher; at least he taught me this:—

Our own spirit is a very lively creature. It lives in a strong young oak—its own body. If it is wise it stores up in youth the things it will need in old age. It carries these things into its storeroom—the brain—through the openings in its eyes and ears. It has such a wonderful variety of nuts to choose from. There are arithmetic nuts, some of which are very hard to crack. There are English nuts, with very sweet kernels. There are spelling nuts that are so slippery that they keep sliding out as fast as they are carried in. There are writing nuts of all sizes and shapes, and very awkward to handle. There are many other kinds of nuts, also,

Sheldon Adjusto-Posture Classroom Chair-Tables

The Adjusto-Posture Chair-Table illustrated at the right combines all the features which are required for true efficiency in seating equipment. May be had with adjustable top for art students. Has stable writing top for ordinary use and scientifically designed seating for health and efficiency.

Variations of this table have been developed to meet the needs of other departments. Made in sizes to accommodate students from kindergarten through high school.

E. H. SHELDON & COMPANY
Muskegon, Michigan

Specialized Schoolroom Equipment of All Kinds

some small, some big; some bitter, some sweet; but all good to eat, and all very necessary if the spirit is to grow strong in youth, and not suffer from lack of spiritual food in old age.

Achmed, the Snake Charmer

Achmed stood in the pleasant court of the merchant, and smiled. His dark eyes had a laugh in them that children loved. Under his big, bare, brown toes the flat gray stones of the pavement felt cool and comfortable. Little Wenda watched him with eager eyes.

Suddenly Achmed put his reed flute to his lips, and began to play. What a weird tune he played. Wenda shivered a little, and yet felt pleased. As Achmed piped, he bent down lower and lower, moving here and there, slowly over the flat stones of the garden, peering as he did so into every crack and crevice that appeared between the rocks.

Little Wenda followed fearfully in the rear. At last Achmed came to the little pool into which a silver fountain sprayed a gentle mist that always held a rainbow when the sun shone. Little Wenda clapped his hands, and laughed.

"Will you find, perhaps, a snake in the rainbow?" he cried.

Achmed looked back over his shoulder, and smiled with his eyes, without so much as pausing in his wild playing for a single instant. Suddenly Achmed crouched lower. The end of his reed pipe seemed to point directly into a crevice in the moist rocks. From within the crevice a faint hiss mingled with the silvery notes of the flute.

Now Achmed squatted on his haunches, and played more joyously than ever. His head and shoulders waved from side to side in the rhythm of the music. Little Wenda, watching the hole with bulging eyes, also began to sway from side to side. Suddenly the ugly head of a cobra, the most deadly snake in India, appeared in the opening. Very slowly the huge, ugly reptile drew itself out into the open, and then, as though obeying a command hidden in the music of Achmed's pipe, reared itself like a soldier, and expanded its dreadful hood.

Achmed again smiled with his eyes, then, while he still piped merrily on his flute, reached forth with his right hand, seized the snake just below the head, and swiftly thrust it, squirming horribly, into a leathern bag that hung at his side.

"I wish I could do that," cried Little Wenda, as he danced and clapped his hands. "Let me try, Achmed. Let me try, just once."

Achmed shook his head. "What is easy for me," he said, "would be death for you. Never sit, little Wenda, near a hole in the rocks, and never sing or play the flute where there may be a hidden snake."

As Achmed talked, his keen eyes saw a movement in the shadow of a stone. Once more he placed his flute to his lips and played, then he put forth his right hand and drew an evil-looking scorpion from a cranny to which it strove to cling.

"See, little Wenda," he said. "See how I hold this deadly thing in my hand. Notice its straw-colored sting ready to be plunged into my flesh and yet—no scorpion has ever stung me."

"Give it to me," cried little Wenda. "Let me hold it, too. It is a tame scorpion."

"There is no tame scorpion," said Achmed. "All are deadly like any other wickedness. Do you think, Wenda, that you can hold evil in your hand at your age and not be destroyed? Even I must watch and be on my guard. Even I, Achmed, the snake charmer, must take heed lest the very snakes I charm destroy me."

While Achmed was speaking the merchant entered the court. "Is all safe?" he asked.

Achmed smiled with his eyes. "A cobra is in my bag," he said, "and this scorpion follows. Your garden is now safe for little Wenda."

The merchant handed Achmed a piece of gold. "It pays to destroy the evil in one's midst," he said, "but it is not easy for those who do not understand it. I am happy, Achmed, to have you and your reed pipe to help me." Achmed smiled with his eyes. "To tolerate evil," continued the merchant, "is to feed it, and being fed it grows great, and its wickedness increases. Would that the world outside my garden were full of Achmeds, skilled to hunt down evil and destroy it in its dens."

TEACHERS OF Grades IV to VIII Inclusive

Have you received your sample of Mr. Egan's Monthly Service in Character Training? If not, drop a line to Joseph B. Egan, Journal of Education, 6 Beacon street, Boston, and a full month's work will be sent you without charge.

The BOOK TABLE

ADOLESCENT EDUCATION. By Frederick Elmer Bolton, University of Washington. Cloth. 500 pages. New York: The Macmillan Company.

Dr. Bolton was highly successful professionally in Iowa State University, which led to his selection for the State University of Washington, when the university and the state were ready to prepare for national recognition, and Dr. Bolton's voice and pen were initial factors in nationalizing both university and state.

In these five hundred pages Dr. Bolton has heroically, scholastically and scientifically related the youth and crime of modern times to the various influences, positive and negative, to the adolescent years of youth.

Dr. Bolton is fully acquainted with everything that has been known and thought about adolescents in the past, is in close touch with all present conditions, and has done his own searching thinking of every phase of every problem presented today, and liable to present itself tomorrow.

His is the latest word on the latest crises, physical, mental, social and educational, of adolescents.

No one can safely think, much less talk or write about, present-day problems of adolescents in the school or church, financially, socially or domestically, without knowing what Dr. Frederick Elmer Bolton says in this book.

THE MODERN PARENT. A Practical Guide to Everyday Problems. By Garry Cleveland Myers, Ph. D., head of Division of Parental Education, Cleveland College, Western Reserve University. Introduction by M. V. Shea. Cloth. 350 pages. New York: Greenburg, Publisher.

Dr. Garry Cleveland Myers, of Western Reserve University, has selected from his wise and attractive articles and lectures and class illustrations the most significant and forceful comments, and has classified them skillfully so as to have them approach the father and mother from every effective angle.

There are nineteen chapters in "The Modern Parent," and each chapter is broken into specific units appropriately headed so as to concentrate the attention of the reader.

This book is as artistic an arrangement of interesting, vital and indispensable advice as we have seen for the creation of family life that will tend to make good citizens of fathers and mothers, as well as of sons and daughters. Indeed we have never seen a greater success of any book that concentrates thought on every phase of warning against liabilities to go wrong, and guidance in right ways to modernize the American home, than in "The Modern Parent," by Garry Cleveland Myers.

ELEMENTS OF BUSINESS TRAINING. By John M. Brewer, Graduate School of Education, Harvard University; Floyd Hurlbut, superintendent, Bay Shore, New York; Juvenilia Caseman, Buffalo. Cloth. 464 pages. New York: Ginn and Company.

John M. Brewer is recognized as one of the best authors for complete information, absolute reliability, and professional science, all of which are indispensable in a book in any wise related to business.

In "Elements of Business Training" Mr. Brewer has associated with him for a student's business training, up-to-the-minute details, one in vital relation to business in New York City and in Buffalo.

There is nothing omitted that can possibly be helpful in doing promptly and successfully the thing one is expected to do for personal advantage or the benefit of those with whom one is associated in the business in hand at the present time.

AN INTERPRETATIVE HISTORY OF EDUCATION. By J. Franklin Messenger, University of Idaho. New York: Thomas Y. Crowell Company.

Here is a professional history of education in one volume that has everything that is vital from Confucius to Glenn Frank, and has no waste from haste.

The style is a joy. For illustration: "What Aristotle thought is of less importance than what he makes us think. . . . The best of a book is not the thought it contains, but the thought it suggests. . . . It matters little what Pluto said to the Greeks. Our interest is in what he says to us. . . . In dealing with human affairs significance is far more important than facts."

No one else has written a better history of education, has eliminated more that has no significance, or has said everything more delightfully.

I hope I have said something that will promote the use of this really wonderful portrayal of world and American education.

EVERYTHING YOU WANT TO KNOW ABOUT THE PRESIDENTS. By Auburn S. Cunningham. Cloth. Chicago: A. C. McClurg and Company.

Probably the most effective way to impress important American history upon all the people for all time is by biography. Washington and Lincoln, Jefferson and Lee, have a hold upon Americans that no other Americans have had for as many years, and it is due to the simple and effective way their biography has been presented.

The American government has been put in action for more than one hundred and forty years in a most effective way, in 135 pages, by magnifying the biography, personal and official, of the Presidents of the United States.

It is amazing that everything vital in our government affairs that has never had to be apologized for is clearly and attractively presented in simple, effective statements about the Presidents and their official associates.

It is a most skillful and masterful presentation of our governmental practices since the adoption of the Constitution of the United States. Everything culminates in the answers to Two Hundred Questions.

Books Received

"Our Book World: The Family Playhouse, Playing Days, Doing Days, Real and Make Believe, In the Workshop." By Florence Piper Tuttle.—"Oral and Silent Reading Practices." By Florence Piper Tuttle.—"Making a High School Schedule of Recitations." By Roswell C. Puckett. New York City: Longmans, Green and Company.

"The Practice of Teaching in the Secondary School." Revised edition. By Henry C. Morrison.—"A Graphic Method of Obtaining the Partial-Correlation Co-efficients and the Partial-Regression Co-efficients of Three or More Variables." By Ernest Richard Wood.—"The Vocabulary of Arithmetic." By G. T. Buswell and Lenore John. — "Practices of American Universities in Granting Higher Degrees in Education." Chicago, Illinois: The University of Chicago Press.

"Character Education Through Cases from Biography." By Vernon Jones, Ph. D. — "What Would You Have Done?" By Vernon Jones.—"Diagnostic Tests to Accompany Remedial English." By W. S. Guiler and R. L. Henry. — "Remedial English: A Plan for Individualizing Study." By Walter S. Guiler and Ralph L. Henry. Boston, Massachusetts: Ginn and Company.

"Laboratory Textbook in Civics for the Junior High School Grades." By Walter R. Hepner and Frances K. Hepner.—"Stone's Silent Reading Beginning Work-Book." By Clarence R. Stone. Boston, Masachusetts: Houghton Mifflin Company.

"Mathematics in Modern Life." "Reading, for Public School Administrators." By Arthur I. Gates.—"Evaluation of Supervision, Fourth Yearbook." New York City: Bureau of Publications, Teachers College, Columbia University.

"Language Drill Pads, Numbers I, II, III, IV." Boston, Massachusetts: D. C. Heath and Company.

"Early Protestant Educators." By Frederick Eby. New York City: McGraw-Hill Book Company.

"Parties and Picnics." By Edna Sibley Tipton. — "An Interpretative History of Education." By J. Franklin Messenger. New York City: Thomas Y. Crowell Company.

EDUCATION IN ACTION

Individual Teaching in the High Schools

Survey Shows Twenty-Eight Different Methods by Which High Schools Adapt Their Programs to Special Needs

American high schools are varying their programs more than ever before, in an endeavor to satisfy in an effective way the peculiar needs of every individual student, according to the United States Bureau of Education.

Twenty-eight different methods by which high schools of the United States recognize and adapt their programs to special needs of individual students were reported in reply to 23,000 questionnaires sent to American high school principals in connection with the Office of Education's National Survey of Secondary Education.

Arrangement of the high school program for the welfare of the individual student is very new in the United States, according to Dr. O. Billett, school administration specialist of the National Survey. With the exception of variation in number of subjects a pupil may carry and special coaching of slow pupils, few schools consider any provision to be meeting with unusual success. Many schools fail to report any provisions for individual difference, he says.

Twenty per cent. or more of the larger schools use eighteen of the twenty-eight provisions originally tabulated on the Office of Education questionnaire. Smaller schools were found to be less able than the larger ones to adapt their programs to the differing needs of the students.

The student is aided in some institutions by advisory programs, psychological studies, adjustment, remedial or restoration classes or rooms. Other differences may be met by the out-of-door projects, vocational or educational guidance through exploratory courses, scientific study of problem cases or various arrangements of study assignments.

Regular classroom procedure has been modified in many instances to meet special abilities or handicaps of John or Mary, by the provision of individualized instruction, ability groupings, adjustment classes or rooms, contract, laboratory or various other plans of instruction. Sometimes credit is allowed for projects or studies carried on outside of schools hours by students.

Both large and small schools use problem method, project curriculum, out-of-school projects, special coaching of slow pupils, individualized instruction and laboratory plan of instruction, with about equal success, Dr. Billett points out. He stresses the fact that advisory programs, educational and vocational guidance through exploratory courses, opportunity rooms for slow pupils, scientific study of problem cases, psychological studies and ability grouping are used in large schools with far greater frequency and reported success than in small schools.

Would Teach Pupils Manners

The teaching of morals and social manners is an important part of the courses of commercial schools, and such instruction has been demonstrated to have sound practical value, President John A. Luman, of the Eastern Commercial Teachers Association, declared in an address at the organization's recent convention in Boston. "Teachers must create a desire for the finer things of life," he stated. "The ultimate goal of business education is not machine perfection, but development of the mind."

Schools Are Urged To Prevent Crime

Public schools have a tremendous opportunity to forestall unsuccessful careers and reduce juvenile delinquency by supplementing parental training and urging social welfare for children who come from broken homes, declared Dr. A. Warren Stearns, dean of Tufts Medical School and Massachusetts commissioner of correction, at a meeting of Boston school physicians and nurses. Dr. Stearns pointed out that because eighty per cent. of the inmates at Concord Reformatory come from broken homes the schools have an opportunity to be of great usefulness in studying truants and attempting to adjust them to normal conditions and attitudes.

Students Who Smoke Must Not Get Caught

Girl students at Michigan State Normal College may smoke if they wish, but if they are caught they may as well give up teaching careers, said Charles McKenney, president of the school. "I'm not looking on smoking as a moral problem, but as a commonsense social problem," McKenney said. "The girls here are preparing to teach, and Michigan doesn't want teachers who smoke. When these girls finish school they expect us to recommend them for positions. A great many schools in Michigan will not employ smoking teachers. If these girls smoke, and we know it, we'll tell the truth about them when asked."

Vocational Schools Enroll 1,735 Jobless

More than 1,735 unemployed adults have enrolled in vocational schools in New York City since the facilities were made available recently by the Board of Education, Dr. Morris E. Siegel, director of evening and continuation schools, declared. He estimated that 678 more can be accommodated. Dr. Siegel said each unemployed applicant was examined carefully and advised to take a course that would fit him for a field in some degree associated with the one in which he had been working.

Training Teachers As Girls' Deans

Syracuse University has announced ten graduateships in Teachers College. They are designed for women pursuing a curriculum to prepare themselves as advisers of girls and as deans of women. The grant is equivalent to $700 to $900 in terms of a home and board and tuition. Those preparing for the work will be required to "grow up" with problems faced by girl students. Each assistant will be placed in charge of a dormitory housing freshman girls. Practical aspects of class assignments will be carried out in connection with the personnel work of the dormitory. Dr. Eugenie Leonard, dean of women at the university, has won national attention through her work with women students, particularly in assisting, through a "clinic for girl students," in helping them to adjust themselves to new surroundings.

Would-Be Dean Advocates Paddling

Application of the old-fashioned shingle in the old-fashioned way, and a return of the nightgown are advocated by Dr. Mary Tatman, of Mountain View, Okla., who seeks to become dean of women at the University of Oklahoma. In a letter to Governor W. H. Murray, applying for the position, the physician and land owner promised institution of "lower heels on shoes," as a means of aiding girl students to "walk the straight and narrow." The letter condemns the wear-

ing of pajamas "anywhere and everywhere," and suggests use of the shingle as effective in handling of young women. Dr. Tatman's letter came as a senatorial committee delved into purported "padding" of expense accounts and other alleged irregularities of Miss Edna E. McDaniel, now dean.

Students Give Dean "Orders"

Students of the University of Porto Rico know how they want their institution managed. In an effort to put their ideas into effect, they have presented their new chancellor, Carlow E. Chardon—the first Porto Rican to become head of the school—a memorial, telling him just what he should do. Signed by the presidents of the classes of the student body, the memorial first points out that the university must have a policy. It urges that the institution abandon any attempt to develop a duplex culture by a mixture of Anglo-Saxon and historic Spanish ideas. Other student recommendations for immediate changes include a reorganization of the board of trustees. Students also want the faculty to be self-governing so that "the present coercion of the minds of the professors by the authorities may be ended." As a public institution the university is supported largely by taxes, and the student memorial asks the abolition of fees and tuition so there may be a real democratization of education.

Teachers Attend Extension Classes

Teachers of the boys and girls of the public schools become students themselves while teaching. A study just completed by the Teachers Bureau of the Department of Public Instruction in Pennsylvania shows 8,914 teachers employed in the public schools of the Commonwealth are attending extension classes for teachers, and are completing professional courses offered by accredited colleges and universities in the state. Although the higher requirements for a license to teach, as recently adopted by the State Council of Education, do not become effective until September 1, 1931 and 1932, and do not apply to teachers who have already secured their licenses to teach, many teachers in service desire to meet the new requirements of preparation which become effective next year, when all secondary teachers and teachers of art, music and health will be required to have four years of post high school preparation. The State Council of Education has taken steps to guarantee that the extension courses will be given on the same high level as are resident courses in the institutions. It established a set of standards for the approval of extension courses to be offered for credit for teacher certification.

Fewer College Men Head Lower Schools

Though junior high school and elementary school principals have themselves set up the advanced M. A. degree as a standard requirement for their positions, more than half of the principals of these schools in the United States have never graduated from college, according to figures presented by the National Education Association in a new research bulletin. High school principals make a far better score, with eighty-six per cent. college alumni. Few of them, however, possess higher degrees, only eighteen per cent. claiming the M. A., and only one per cent the Ph. D.

Favors Changes In Parental School

A more enlightened policy of "guidance" is to replace the rigid spirit of the New York parental school, New York City's institution for habitual truants, it was disclosed recently, when it was made known that George J. Ryan, president of the Board of Education, had endorsed several administrative changes suggested by Dr. William J. O'Shea, superintendent of schools. The shaving of all boys' heads on their arrival at the institution, twelve months' classes a year, instead of the usual nine and a half; military uniforms, bugle calls, parade drills, and other practices at the school are expected to be revised or abolished under the new policy. Mr. Ryan wrote that "positive character development" rather than punitive measures should be stressed at the school. The institution, which was established by the city in 1909, now has on its rolls 255 boys ranging in age from seven to fifteen. In his letter Mr. Ryan suggested that it should be made a co-operating agency of the $100,000 behavior clinic which the Board of Education has projected for establishment by next September.

Good-Will Trip To England

Increased friendliness between the youth of this country and of Great Britain is the aim of an expedition to be undertaken by twenty-four boys of the Glee Club of the Riverdale Country School, Riverdale, N. Y., who will sail late in June to visit a group of English schools, it is announced. Ten boys from English preparatory schools will arrive in New York in April to be the guests of Riverdale and similar institutions in the East. The exchange of students has developed, it is pointed out, from the movement toward international good-will fostered by such organizations as the Carnegie Foundation for International Peace. The Riverdale boys will visit, among other educational institutions, Cheltenham College, the College at Winchester, Oundle School, Gresham School at Holt, St. Peter's School and Bootham School at York, the Grammar School at Bedford, and the Grammar School at Boston.

School Strike Off in Bolivia

President Daniel Salamanca has settled satisfactorily the threatened student strike in La Paz, Bolivia. Pupils in the secondary schools had declared they would walk out if their teachers, unpaid since February, were not paid. Trouble of the same character on May 4, 1927, resulted in severe clashes, in which several students were killed. Finally the Siles Government put down the rebellion. President Salamanca met the new crisis with great tact, acceding to the students' demands. In spite of the present fiscal stringency the teachers are to be paid to date.

Industrial Boarding School for Alaska

Preliminary steps have been taken toward the establishment of an industrial school for the natives of Southeastern Alaska, according to the Office of Education. The site selected for this school is a tract on Shoemaker Bay, four miles south of the town of Wrangell, including approximately one and one-half miles of waterfront, with an average width of one-half mile. The complete estimate contemplates the erection of a group of eight buildings.

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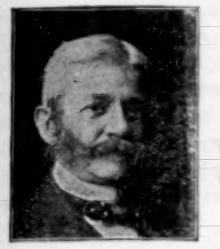

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Shakespeare Helps Students in College

Shakespearean repertoire is the latest method ingenious students in need of funds at Louisiana State University have chosen to help them through school. Fannie Nabors, of Baton Rouge, and Sam Sherman and Fred Gerdes, both of New Orleans, put on a short show at the request of a woman's club. Their success was immediate, and they organized into the Little Drury Players, a three-player troupe. Their repertoire now contains some fifteen plays, mostly one-act productions culled from Shakespeare and Sheridan.

Finds Students More Studious

The studious type has displaced the "rah-rah" kind of collegians, Charles R. Dalton said after interviewing more than 2,000 candidates for admission to the University of Rochester, in the course of "scouting" trips through New York, Pennsylvania and Ohio. Prospective college students, he stated, now "shop" for the kind of courses they favor, instead of blindly going to college for the sake of ephemeral advantages. "Boys scarcely in their 'teens," he declared, "now approach me and inquire about specialized subjects and what facilities colleges have for meeting individual requirements. The seriousness of their inquiries leads me to believe that future college generations will be far more intent upon scholastic work than were their predecessors."

Sewing in Schools Starts Row in France

A movement to discontinue the teaching of sewing in the public schools of France is afoot in Paris, and Frenchmen are fearing that if it is carried out their shirts will go without buttons, and their socks with holes. The Minister of Public Instruction has been attacked by a band of professors who aver that other matters of instruction are more important than the gentle art of domesticity in connection with sewing. Making buttonholes and weaving an inconspicuous darn have long been considered essential in the public school curriculum of Paris. Contests often are held, and prizes awarded for the neatest work by students. The debate is waxing warm, for the department of instruction insists that the study of sewing in the public schools is an indispensable part of learning.

Prison School To Be Enlarged

The school for prisoners at Michigan State Prison, in Jackson, soon will be enlarged to permit room for two more classes—those of the seventh and eighth grades. There are 1,400 prisoners enrolled for classes up to the sixth grade, and 400 are taking "advanced work," according to Warden Harry H. Jackson.

Town Drops Married Teachers

In the past married women have been barred from Prescott (Ariz.) schools as teachers, but those already holding jobs were permitted to retain their positions. Things will be different next year, however, as the board has decided that no married women whatsoever shall be employed as teachers.

Social Rule Ended At Elmira College

In the opinion of Dean Frances M. Burlingame, of Elmira College, college students should not be barred from social activities because of low grades in their studies. An experiment conducted at the college showed that students who were prohibited from taking part in the extra-curricular activities did not earn higher marks as a result. On the basis of this showing the college abolished a rule prohibiting students of low scholastic standing from participating in social activities. "The relationship between social life in college and academic work has been a question of great interest to all educators," Dean Burlingame said. "Criticisms have ranged from the opinion that colleges were in danger of creating a non-social intellectual aristocracy to the accusation that colleges were little more than pleasant country clubs for a privileged few. Neither of these extreme points of view is justified."

Hartwick College Receives Charter

Having met with requirements of the Board of Regents, Hartwick College, Oneonta, N. Y., has received an absolute charter to replace a provisional charter. The college was previously incorporated by the regents, February 17, 1928.

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GRINS BETWEEN GRINDS

Subdued

Teacher was giving a lesson on the idiosyncrasies of March.

"What is it," she asked, "that comes in like a lion and goes out like a lamb?"

"Father," replied the smallest pupil.

Bad Boy

The elderly man seeking the Fountain of Youth received six pills to be taken "one each day for six days."

"I'll just take them all at once and have it over with," he said to himself.

Next morning he overslept. Members of the family becoming uneasy decided to wake him. After much difficulty the sleeper was roused. "I'll get up," he said faintly, still rubbing his eyes, "but I won't go to school."

The Very Idea

"I am very disappointed in the way your son, Jimmy, talks. Only today he said: 'I ain't never went nowhere.'"

Jimmy's Father—"He ain't, ain't he? Why, the young whelp's done traveled twicet as far as most kids his age."—Chelsea Record.

Special Los Angeles Tour

Many teachers have already made plans to "See America First" this summer, in connection with the N. E. A. Convention at Los Angeles. A special tour has been planned to leave Boston June 24, in private Pullman cars, visiting points of interest en route, such as the Grand Canyon, Yosemite Valley, Salt Lake City, the American Rockies, Royal Gorge, Colorado Springs, Denver, with an optional return trip by way of Yellowstone Park or the Pacific Northwest and the Canadian Rockies. The tour will include hotels, meals, and liberal sightseeing, at a moderate cost. Information about the Special Los Angeles Tour may be had for the asking, from the Colpitts Tourist Company, 262 Washington Street, Boston, Mass.

"Forgetting"

By Hazel Beckwith Nohavec
Claremont, California

Be light of heart
Though troubles come,
You never win by fretting.
Things that oppress
Do not hold tight;
You're better for forgetting.

Small things that fret
Seem great to us
If taken at time being.
But Oh! the things that we forget
That we forget,
Are better for the leaving.

Just try it once—
I know you'll find
When many things are fretting
That you will be
Much happier
If you will try forgetting.

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"Rise and Walk"

The Good Book tells the story of a cripple whose weakness was more in his mind than in his legs. The Master said to him: "Rise, take up thy bed and walk." He rose, walked and carried his bed.

So here is the thought I would like to send out to the business men of America:—

You are depressed. You think you are crippled. You are afraid of the future. You are full of fears.

You have half the gold of the world and half the machinery and most of the automobiles and all of the skyscrapers.

You have the greatest home market in the world and the largest corporations that the world has ever seen.

You are ruled more by ideas and less by traditions than any other people in the world. You have usually done what you thought you could do.

The prices that were forced too high had to come down. Today all the prices are too low. There is now a golden opportunity for every man who has eyes to see it.

The way to create a fortune is to buy from pessimists. Pay your money and take the risk.

Frick started his career by buying coke ovens in the slump of 1873. Carnegie made £300,000,000 by buying steel plants in slumps.

Hundreds of fortunes have been made by buying from pessimists. Ye gods! What a chance there is at the moment!

In five years from now most American business men will belong to the "I-Wish-I-Had Club."

When the horse balks, the balk is in the head, not in his legs. He moves on when he thinks he will.

This silly depression has gone on long enough. Get rid of it. It is inside of you.—Herbert M. Casson, in "The Key of the House," Selfridge's of London.

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